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# REVIEW OF EDUCATION IN INDIA

(1947-1961)

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**ORISSA**



NATIONAL COUNCIL OF  
EDUCATIONAL RESEARCH AND TRAINING  
MINISTRY OF EDUCATION

1961

# REVIEW OF EDUCATION IN INDIA 1947-1961

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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING,  
MINISTRY OF EDUCATION, GOVERNMENT OF INDIA

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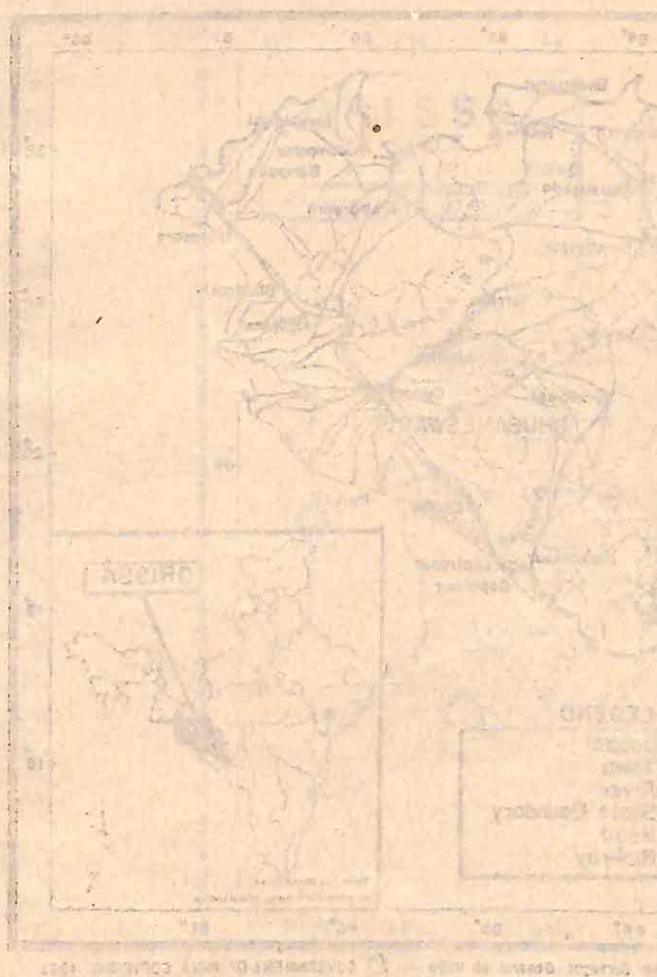


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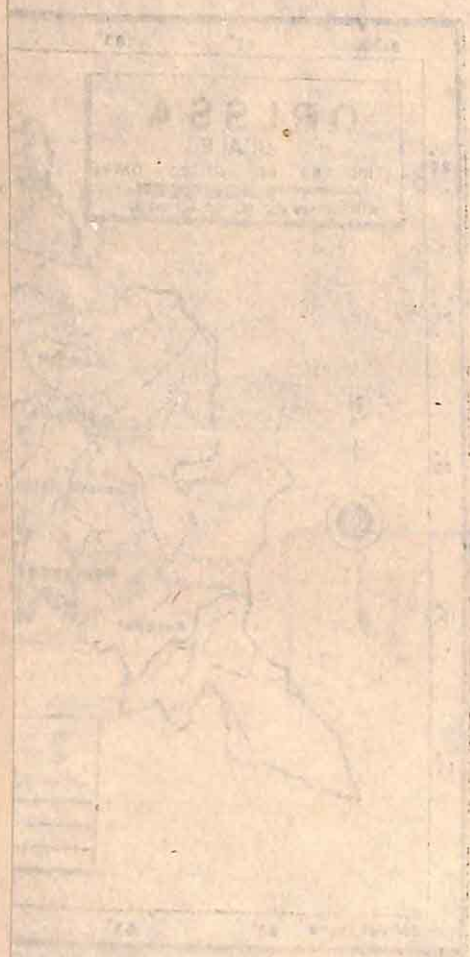
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## ORISSA

### 1. GENERAL INFORMATION

The province of Orissa first came into being in 1936. For the next ten years, it had only six districts—Cuttack, Puri, Balasore, Sambalpur, Ganjam and Koraput. After the merger of the feudatory states in 1947, new areas were added increasing the number of districts to thirteen, the seven new districts being Baudh-Phulbani, Dhenkanal, Sundergarh, Balangir, Mayurbhanj, Kalahandi and Keonjhar. The State has an area of 60,162 sq. miles and a population of 1,75,65,645 (1961 census). Of these, the Hindus are 97.7 per cent, the Muslims 1.2 and the Christians 1.0 per cent.

Geographically, Orissa has two very distinct regions: (1) a belt of nearly flat country, 20 to 50 miles in breadth, extending along the coast of the Bay of Bengal, and (2) an undulating area broken by ranges of hills, in the interior. The State has rich mineral resources and a network of rivers of which the Mahanadi, the Baitarani and the Brahmani are the biggest. The climate is temperate.

The State has a number of handicaps which impede educational progress. Orissa is the least urbanised State in India and about 94 per cent of its population lives in villages which number nearly 50,000. The State is predominantly agricultural and the conditions of life in the villages are very primitive and far from satisfactory. Secondly, the number of persons belonging to Scheduled tribes and Scheduled castes is very large—it stood at 29,67,334 (20.3%) and 26,30,763 (18.0%) respectively in 1951. The number and the backwardness of these classes have been a real impediment to the progress of education. Besides, social life is also under-developed. Child marriages are quite common, although the custom is gradually dying out; the prejudice against the education of girls is still strong; and untouchability also has not been completely banished. Lastly, Orissa is the poorest State in India; the per capita income in 1951 was Rs. 190 only as against Rs. 248 for India as a whole (This has gone up to Rs. 237 in 1961 but is still very low as compared to the



all-India average of Rs. 312.) It is owing to these handicaps that Orissa has remained educationally backward.

However, things have been changing rapidly since 1947. Cottage industries are being developed. A few big factories have recently been started at Joda, Rourkela, Hirakud, Brajaraj Nagar, Rajanagpur and Rayagada. Fishing is becoming an important industry in the coastal areas. The Hirakud dam has been completed and the steel plant at Rourkela is almost complete. As successive Plans develop the economy of the State, social conditions would also improve and the spread of education gain in momentum.

The principal language in the State is Oriya which is spoken by about 82 per cent of the people. Tribal dialects are spoken by 12.6 per cent (mostly by the hill tribes). Telugu, Hindi, Urdu and Bengali are the other languages spoken by small but significant minorities.

## 2. EDUCATION PRIOR TO 1947

In the second century B.C., Orissa was well known for Jaina culture under the great king Kharvela who took personal interest in education. This high tradition was continued till the seventh century A. D. as testified to by the famous Chinese traveller, Yuang Chang. After Orissa lost her freedom in 1560, political disunity and successive invasions made it a battleground of Maratha and Muslim armies and education and culture suffered heavily. By the beginning of the nineteenth century, the situation had worsened to such an extent that famous historians like Sterling and Hunter found no school worth the name in Orissa and, in the Bengal District Gazetteer of Puri, Orissa was described as Boeotia of India!

The first modern school in Orissa was started by the missionaries in 1822. The first college was started at Cuttack in 1876. Compulsory primary education was enforced in a limited area in the wake of the Bihar and Orissa Primary Education Act of 1921. The first training college was started in 1923-24. However, the overall progress of education was very slow and halting. In 1936-37, when Orissa became a separate province, it had 5 colleges (3 intermediate colleges,

1 training college and 1 degree college), 32 high schools (both aided and unaided), 122 middle English schools (both aided and unaided) and 47 elementary (up to class VIII) and M.E. schools. In 1943 was established the Utkal University. All sectors of education from that year began to make faster progress than in the past. But on account of the paucity of finances and the social and other difficulties referred to earlier, the overall position continued to be far from satisfactory. On the eve of independence, the percentage of children of the age group 6-11 who were enrolled in schools was only 16 and the position of secondary and university education was even worse. There was only one engineering school, one medical college, one college for women! The integration of the erstwhile princely states made this picture darker because these were even more backward in education than the original districts of Orissa and had a much larger tribal population.

The only silver lining in this gloomy picture was the work of a few individuals who strove tirelessly to improve the educational lot of Orissa. Among these pioneers, mention must be made of Utakalamani Gopabandhu Das, the famous Congress leader of Orissa, and the late Shri M.S. Das. While the latter drew the attention of the people to the significance of women's education and technical and vocational education, the former started an experimental school at Sakshigopal (Puri). Sakshigopal High School has attracted much notice by virtue of its emphasis on character development and the devotion and competence of its teachers. The school has produced a number of important persons who have left their mark on the culture and history of Orissa.

### 3. PRIMARY EDUCATION

The period following independence has been unprecedented expansion at the primary level. In 1947-48, there were in all 6,814 primary schools with an enrolment of 3,69,387 scholars and 16,529 teachers. By 1958-59, the figures had increased respectively to 18,176, 8,97,394 and 30,341. The total expenditure during the same period rose from Rs. 54.4 lakhs in 1949-50 to Rs. 169.4 lakhs in 1958-59. The per capita cost of primary education increased from Rs. 12.3 to Rs. 22.0.



The two most important reasons for this expansion have been the special efforts made by the State Education Department to increase enrolment at this stage—including the organisation of enrolment drives—and the operation of special schemes calculated to promote girls' education. It is estimated that against the original target of 45% of children in the age group 6-11, 55 per cent children were in school by the end of the second Plan. This has been most encouraging. There is a good chance that the target of 70 per cent enrolment laid down for the third Plan may be exceeded and that by the end of 1965-66, some 75 per cent of the children in the age group 6-11 would be in school.

Until 1958, the primary schools in Orissa consisted of six classes, one pre-primary and five primary. In 1958, it was decided to drop the pre-primary class, thus reducing the number of primary classes to five. In the same year, a common course of studies was introduced in all primary schools. The present curriculum is considered to be adequate; but the programme of conversion of schools to the basic pattern has slowed down for want of funds. Twice before—once in 1952-53 and again in 1956-57—Government had tried to assist each primary school to introduce a 'craft' with a flat rate grant-in-aid of Rs. 25 per school, but without much success. In the present financial circumstances it is not possible to assist the schools on a more liberal basis.

The salary scales of primary teachers in Orissa were notoriously low before 1947. These have since been revised as follows.

	Rs.
Trained Matriculate	50-2-90 (starting salary Rs. 60)
Untrained „	50-2-90
Trained non-Matriculate	40-1-50-2-60

The salary scales in the aided institutions are somewhat lower. Teachers in government schools enjoy pensionary benefits and general provident fund facilities. Non-government teachers are entitled to the contributory provident fund facilities.

The intake capacity of the training institutions has greatly increased in recent years. In 1960-61, these institutions had a total intake capacity of 2,900; in 1961-62, it is



proposed to provide 800 additional seats in 40 elementary training schools. This will increase the total intake capacity of the schools to 3,700. The problem of the large number of existing untrained teachers is sought to be solved on an emergency basis by the organisation of condensed courses of one year's duration each.

The extent of wastage in primary schools continues to be large, although there has been some reduction in its size during the last decade or so. As against a wastage of 55 per cent in the case of boys and 70.6 per cent in that of girls in 1948-49, the figures in 1958-59 were 47.8 per cent for boys and 59.6 per cent for girls. The main reason for this reduction is the provision of better supervision. The provision of midday meals which has already been introduced in primary schools in selected blocks and is likely to be extended further is also expected to assist in controlling the evil. A pilot study into the extent and causes of wastage is in progress at the moment.

#### 4. BASIC EDUCATION

In 1950-51, there were 137 basic institutions in the State with 9,751 pupils and 366 teachers. In 1958-59, their number stood at 385 (including two post-basic and 23 senior basic schools) with 27,019 pupils and 1,089 teachers. The rate of conversion of primary schools into basic schools has been very slow, due mainly to the fact that the per capita cost in basic schools is very much higher than that in the primary schools. It may also be stated that the State has taken care to see that students passing out from junior and senior basic schools are admitted to the corresponding classes in high schools without any difficulty.

In 1958, the Board of Secondary Education in Orissa decided to treat the post-basic schools as equivalent to higher secondary schools. This has served to bridge the gulf between the basic and the non-basic schools to some extent.

It should be of interest to mention that originally there was no provision for the teaching of English in the senior basic schools. The position had to be reviewed in 1958 due to the great pressure from parents; now the senior basic schools provide for the teaching of English in the same manner as the ordinary non-basic secondary schools.

## 5. SECONDARY EDUCATION

The progress of secondary education in Orissa was considerably retarded due to the financial difficulties created by the war. The establishment of the Utkal University in 1943, however, increased the supply of graduates and thereby gave a fillip to the progress of secondary education. Within a few years, more and more qualified teachers began to be available for secondary schools.

In 1947-48 the State had 106 high schools and 286 middle schools with 1,381 teachers and 61,136 students and the Government incurred an expenditure of Rs. 24.89 lakhs on secondary education. By 1958-59, the number of high schools had increased to 345 and that of middle schools to 946 (with 8,306 teachers and 1,65,521 students) and the Government incurred an expenditure of Rs. 109.18 lakhs. The expansion has obviously been remarkable and has contributed in no small measure to the equalisation of educational opportunity. The present tempo of expansion will continue during the third Plan. It is estimated that the present number of students in the top four classes of the high schools (estimated at 65,000) will double itself by 1965-66. This will be achieved by a two-fold process: by the opening of new schools and by increasing the average enrolment per school. For financial reasons, the Government is inclined to prefer the second alternative.

The growth of facilities for the training of secondary teachers has not unfortunately kept pace with this expansion so that there has been an increase in the number of untrained teachers. In 1947-48, there were only 700 untrained teachers, but their number had increased to 5,428 in 1958-59.

In order to meet the situation effectively, it is proposed to increase the intake of training colleges from 200 to 440 during the third Plan. It is also proposed to increase the annual intake of the secondary training schools from 220 to 570. These new targets will be reached by increasing the number of seats in the existing institutions and by opening additional colleges and schools.

Seven high schools (including two multipurpose schools) have been upgraded to higher secondary schools during the second Plan. The pace of conversion has been slow, mainly



because of the lack of qualified teachers. A scheme for giving condensed training of one year to the teachers of higher secondary schools in the Utkal University is now being worked out and may prove to be of some value.

Textbooks used in the State are generally published by private publishers. The Board of Secondary Education has, however, undertaken the publication of textbooks in English and Sanskrit for the high school classes. The structural pattern of teaching English has been introduced at the initial stages and in collaboration with the British Council a handbook for the use of teachers of English at these stages has also been prepared by the Board of Secondary Education. The Board has also started an Examination Research Bureau with a view to evaluating and reforming the present system of examination. A Vocational Guidance Bureau has been set up and attached to the R. N. Training College, Cuttack. It has been supplying occupational information to schools and has organised career conferences in a number of high schools.

The courses of studies for the High School Certificate Examination have been framed on the all-India pattern, the idea being to make the secondary stage truly terminal. It seems, however, that the parents are determined not to regard the High School Certificate Examination as terminal. Every attempt is made to see that their wards go in for higher education; it is only when a student fails to command the necessary funds that his education is terminated. It must be mentioned that the situation in Orissa is somewhat different from that in other parts of the country. Because of the low number of students at the collegiate level, the need to restrict admissions to colleges has not arisen in this state as yet.

To improve the efficiency of management and teaching of aided schools, the Government took over 79 such schools as full-deficit aided schools during 1958-59 and 1959-60 and the question of taking over more schools is under examination.

## 6. UNIVERSITY EDUCATION

When the new State of Orissa was formed in 1936, there were only five colleges in the State (the Ravenshaw College,



three intermediate colleges and one teachers' training college) and the State had no university of its own. It was only after the foundation of the Utkal University in 1943 that higher education began to expand—slowly in the beginning but rapidly after independence. In 1947-48, there were 11 arts and science colleges and 1 medical college affiliated to the university. In 1960-61, their number was 36. The total number of students in colleges in 1947-48 was 3,885 out of which 219 were girls. The figures for 1958-59 were 8,850 boys and 1,049 girls. The present enrolment is of the order of 11,000. As the main responsibility for producing the trained manpower required for the different developmental projects in the State devolves on the university, it is proposed to increase the collegiate enrolment to about 23,000 by the end of the third Plan.

The Utkal University has made good progress in setting up post-graduate departments and professional colleges during the last ten years. Post-graduate teaching in History and Physics was started in the Ravenshaw College in 1950-51. The Geology Department (at the degree level only) and the Colleges of Agriculture and Veterinary Science started functioning in 1954-55. The Basic Training College at Angul was started in 1955. A year later, *i.e.* in 1956-57 came the College of Engineering at Burla. Post-graduate departments were also started in Philosophy, Psychology, Anthropology, Statistics, Political Science, Zoology and History during the second Plan period. A diploma course in Statistics has been instituted and it is proposed to start another in Library Science. It is also proposed to introduce diploma courses in subjects like Fine Arts, Ceramics and Applied Chemistry.

The university is going to have a new campus at Bhubaneswar with new buildings for the post-graduate departments, hostels for students, a separate administrative block, a university library and staff quarters. With the commencement of post-graduate teaching in the new campus, all post-graduate classes now functioning in the affiliated colleges are expected to cease functioning.

English continues to be the medium of instruction and examination in colleges and the university has no intention to change it in the near future. Steps are, however, being

taken to write textbooks in regional languages. With the introduction of the three-year degree course in 1959-60, university examinations are now being held at the end of every year. This has resulted in a general toning up of the standards, as the average student is now devoting more time to his studies than before. At the pre-university stage of education, 20 per cent of the marks have been reserved for sessional work. This is also going to have a salutary effect on standards.

There have been incidents of minor student indiscipline during the 17 years of the university's existence. In 1951-52, for instance, students in the government colleges went on a strike as a protest against the enhancement of tuition fees. In 1955-56 when the States Reorganisation Commission report was published, students again struck work and picketted. Besides these, occasional strikes have also taken place. Several measures have been adopted to combat this evil, one of the most important being to restrict the maximum strength of a college to 1,000 students. The main idea is to bring about a close personal contact between teachers and the taught. The measures should go a long way in improving the tone of discipline among university students.

## 7. TECHNICAL EDUCATION :

The responsibility for providing vocational and professional education is shared by a number of departments. The Industries Department controls industrial and technical training; medical education is a charge of the Health Department; commercial education is in the hands of the Education Department; higher education in engineering is controlled by the Utkal University; and the Departments of Agriculture and Veterinary Services provide for higher education in agriculture and veterinary science respectively. It will not be incorrect to say that, in the main, the entire initiative for developing and co-ordinating vocational and professional education in the State has lain with the Government.

In 1947-48, there were 21 institutions of vocational and professional education (1 engineering school, 16 technical and industrial schools, 1 medical college, 1 medical school and 2 commercial schools) and the total number of students



studying in them was 1,277. These facilities were totally inadequate and, for many years, the State had had to recruit its doctors and engineers from outside. The inadequacy became even more pronounced when projects such as the dam at Hirakud, the steel plant at Rourkela, the development of mining belts in the district of Keonjhar requiring a large number of engineers and technicians were undertaken for execution. The Government has tried to meet this situation in two ways. In the first instance, it has tried to reserve seats for the Oriya students in the technical and professional institutions outside Orissa. This method has been adopted specially in the case of students wishing to undergo post-graduate training in subjects for which facilities are not available in the State itself. Secondly, the State has tried to expand its own facilities for vocational and professional education to the utmost extent. A reference, among others, to the establishment of an agricultural college (Krishi Mahavidhyalaya, Bhubaneswar) in 1954-55, a veterinary and animal husbandry college in 1955 and the Engineering College at Burla in 1956 was made earlier. An ayurvedic college known as the Gopabandhu Ayurved Vidyapeetha was set up in 1950. It provides for a four-year degree course in *ayurveda* and surgery. A medical college has recently been started at Burla as an extension of the S.C.B. Medical College at Cuttack.

The engineering schools train overseers and provide for courses in Civil, Electrical and Mechanical branches of engineering. They also provide a four-year diploma course (inclusive of one year of practical training) for matriculates or others having equivalent qualifications. In 1960, the number of such schools was 5, out of which 4 were managed by the Government and 1 by a private body. In 1956, an Automobile and Diesel Mechanics Training Institute was started at Khannagar, Cuttack. The course provides training for 18 months followed by practical training for six months.

The Balasore Technical School, managed by missionaries, provides instruction in commerce and higher technical subjects. In 1957, the Government started the Industrial Training Institute at Berhampur and a Government Mining Institute at Keonjhar.



The eight industrial training institutes in the State provide training to electricians, draughtsmen, surveyors, motor mechanics, plumbers, welders, fitters, turners, blacksmiths, carpenters, machinists, moulders and pattern-makers. The 21 industrial schools under the Director of Industries provide training in a number of local industries. Prior to 1958, there were four agricultural schools. Three of them were converted into schools for training workers under the programme of community development while the fourth trains field workers. Besides, there are two commercial schools which admit matriculates and 17 schools for art and craft education, besides the Art and Crafts School at Khallikote.

As a result of this expansion in vocational and professional education, the State has had a four-fold increase in the facilities available in this sector since 1947-48. In so far as medicine, veterinary science, agriculture and engineering at the degree level are concerned, the existing institutions are for the first time beginning to meet a major portion of the State's requirements.

The third Plan envisages the establishment of a regional college of engineering at Rourkela. The college will provide additional places for Oriya graduates for higher technical education. There is also need for a college of forestry and for the development of post-graduate teaching in engineering, veterinary science, agriculture, mining and metallurgy. The starting of an agricultural university at Bhubaneswar in the near future should prove to be an epoch-making event, not only for education, but also for the State's agriculture.

#### 8. SOCIAL EDUCATION

Social education was first taken up seriously in 1949 when the Education Department set up 708 adult education centres manned by teachers of high, middle and primary schools. After the inauguration of the Five Year Plans, the major responsibility for organising programmes of social education was transferred to the Department of Community Development. The supervision of social education in the block areas is done by the district social education organisers. There are 13 such organisers, one for each district. As against 708 centres in 1949, there were 3,400 adult education

centres in 1959-60. In 1958-59, 89,093 adults (80,303 men and 8,790 women) were enrolled in these centres and more than 60,000 (70%) were made literate. In addition, a number of youth clubs and *Mahila Mandals* have also been organised in the community development areas. A proposal to set up a janata college at Angul is now under consideration.

While the main responsibility to organise social education in the State is that of the Department of Community Development, the responsibility of co-ordinating social education programmes as well as of giving technical advice in the field is that of the Department of Education. The Education Department is also responsible for social education in such areas as have not yet been covered by the community development programmes.

The Education Department has a Social Education Officer with a Production Officer (for literature) and an Audio-Visual Officer to assist him. There are three district organisers of social education, one each in the districts of Dhenkanal, Mayurbhanj and Puri. Ten more posts of organisers are likely to be created, so that each district can have at least one organiser.

The Education Department has brought out a number of books for neo-literates. These have been distributed to all the adult education centres in the State and are used as follow-up literature. It has prepared an Oriya alphabet chart, a graded series of 'Aloka Pathe'—a primer for neo-literates—and a number of dramas and short stories for adults. Posters, gramophone records, short plays and documentary films too have been prepared. An Audio-Visual Education Board for the State was set up during the second Plan.

An important deficiency in social education has been the lack of adequate library facilities in rural areas. As late as 1952-53, for instance, there were only 585 village libraries. The Education Department is now organising an integrated library service at Angul and encouraging the village library movement through grants-in-aid. This policy has paid rich dividends. By 1958-59, the number of village libraries had risen to 2,348 and is now estimated to be about 3,000. It is also proposed to set up a State library at Bhubaneswar.



The programme of social education proposed for the third Plan includes: (1) stepping up of the production of literature for neo-literates; (2) opening of 10 mobile village libraries; (3) the setting up of more village libraries with grants-in-aid from the Government; and (4) making of about 1,30,000 adults literate in areas not covered by the Community Development Department.

#### 9. GIRLS' EDUCATION

Despite the progress which girls' education in Orissa has made in the post-independence period, particularly under the two Five Year Plans, much leeway remains to be made up. The task is difficult as well as challenging. In 1947-48, there was 1 college, 7 high schools, 21 middle, 192 primary and 4 special schools exclusively for girls. In 1958-59 the institutions for girls included 1 degree college, 1 intermediate college, 1 higher secondary school, 24 high schools and 64 middle and 223 primary schools. Apart from this expansion, a number of concrete steps have also been taken to encourage the education of girls. These include: (1) All girls have been exempted from the payment of tuition fees in primary and middle classes. They get a half or full free studentship in high schools depending on whether or not their parents are paying any income or agricultural tax. At the collegiate stage they are entitled to half free studentship if their parents are not assessed for income or agricultural tax. (2) The State Government has taken advantage of the assistance available from the Centre and started certain Centrally sponsored schemes in the field of girls' education. (3) There is a woman Deputy Director of Education in charge of girls' education at the headquarters and three deputy inspectresses of schools for the entire State. (4) The greatest difficulty in expanding facilities for girls' education arises from the shortage of women teachers. In a bid to overcome this handicap rates of stipends for women pupil-teachers were enhanced and condensed courses for adult women organised during the second Plan. It is proposed to have one-year condensed training courses for women who have read up to class X or above and are willing to become teachers during the third Plan.

It is estimated that, at the end of the second Plan, only 25 per cent of the girls in the age group 6-11 were attending



school. The programme of compulsory primary education in this State, therefore, is largely a programme of bringing more girls to schools. The schemes to be implemented during the third Plan towards this end include: (1) award of attendance scholarships; (2) construction of quarters for women teachers; (3) appointment and training of school mothers; (4) organisation of condensed courses for adult women and refresher courses for women teachers; (5) provision of sanitary facilities in primary schools and (6) organisation of enrolment drives. It is estimated that the enrolment ratio of girls to boys at the end of the second Plan was 1:7 at the middle stage and 1:9 at the high school stage. These ratios are proposed to be increased to 1:4 and 1:5 respectively during the third Plan.

#### 10. TEACHING OF SCIENCE

General Science has been compulsory for the high school examination since 1947. It also forms part of the curriculum at the middle school stage and is taught as part of School Hygiene and Physiology in the upper primary schools.

A number of concrete measures have been taken to strengthen and improve the teaching of science. These include: (1) sanction of non-recurring grants for construction of laboratories and purchase of equipment; (2) establishment of science clubs in schools; (3) organisation of seminars and refresher courses for science teachers; and (4) appointment of science consultants to guide science teachers.

The greatest single difficulty in expanding and improving the teaching of science at the secondary stage is the paucity of science graduates. As it is, the output of science graduates is very limited in Orissa; and of those who take a degree in science, a large number prefer to join industry or go in for advanced training in professions other than teaching. The non-availability of equipment for laboratories has also sometimes created difficulties.

#### 11. SCHOLARSHIPS

Ten per cent of students enrolled in high schools and 12½ per cent of the students in colleges are in receipt of free studentships. Scheduled caste and Scheduled tribe pupils are

exempted from payment of tuition fees. Poor and deserving students receive stipends and lump sum grants from the Government through the Tribal and Rural Welfare Department. Pupils in primary schools are supplied with reading and writing materials. Four merit scholarships tenable in public schools are also awarded by the State Government.

Before the second Plan, scholarships used to be awarded on the basis of merit alone as judged by the examination results at different stages. In order to provide opportunities to poor and meritorious students, an elaborate scheme for awarding merit-cum-poverty scholarships was formulated and introduced during the second Plan. Ten post-graduate scholarships of the value of Rs. 40 per month, 40 college scholarships of the value of Rs. 30 per month, 250 junior college scholarships of the value of Rs. 25 per month, 400 middle scholarships of the value of Rs. 10 per month and 600 upper primary scholarships of the value of Rs. 10 per month have been awarded to deserving candidates each year since 1956-57. As a result of the institution of these and other scholarships (including the award of Government of India scholarships to students belonging to Scheduled castes and Scheduled tribes and other Backward classes) there is hardly any meritorious student today who is not in receipt of some financial benefit under one scheme or another.

It is proposed to double the number of merit-cum-poverty scholarships and to increase the number of merit scholarships during the third Plan. It is also proposed to institute special scholarships for girls at all stages and to award a large number of maintenance stipends for meritorious students residing in school and college hostels.

## 12. PHYSICAL EDUCATION

There is a Chief Inspector of Physical Education, three zonal inspectors and one inspectress in charge of physical education in the State.

Physical education is taught as a compulsory subject in all primary and secondary schools. Government colleges and schools are often staffed with qualified teachers of physical education ; a large number of aided institutions, however, are



without them. Many schools are without adequate play-ground facilities ; nor have they the resources to buy sports equipment. In order to remedy the situation, a number of important measures were taken during the second Plan. Recurring and non-recurring grants were given to high schools for the purchase of sports materials and acquisition of play-grounds. In 1954-55, a phased programme was developed for sending teachers in batches to the Y.M.C.A. College of Physical Education, Madras. A College for Physical Education was also started in 1957 with 50 students (out of which 32 candidates were awarded stipends).

The State Government has accepted the coaching scheme sponsored by the Ministry of Education. It organises athletic meets to foster love of sport in young people. The construction of the Barabati Stadium at Cuttack and the meets sponsored by the Orissa Olympic Association have helped significantly in the popularisation of games and sports in the State.

Among voluntary organisations working in the field, mention should be made of the Kalinga Gymnasium which imparts physical training to youth, and the All Orissa Wrestling and *Kabadi* Associations formed recently to promote these activities in the State.

### 13. SCOUTING, GUIDING, N.C.C. AND A.C.C

The N.C.C. movement was introduced in this State in 1948-49 with only one battalion. Today, there are 14 divisions including senior, junior Naval and Air Wings with a total strength of nearly 8,000 cadets. A new unit with an authorised strength of 3,000 cadets, called N.C.C. Rifles, was raised during 1959-60. The A.C.C. was introduced in 1955. In 1960-61, the authorised strength for this corps was 12,000. Both the National and Auxiliary Cadet Corps are likely to be expanded further during the third Plan.

The Boy Scouts and Guides Association began to function in 1950 with a grant of Rs. 2,000 from the State Government. For scouting and girl guiding, the schools in the State are affiliated to the Bharat Scouts and Guides. The Scout movement has not been very popular, partly because of organisational difficulties, and partly because the membership is voluntary and students have to pay for their own dress.

The competition which it has had to face from the N. C. C. and A.C.C. has also served to undermine its popularity. The appointment of a whole-time Provincial Organiser of Scouting may stabilise and help the movement to find its feet.

The inter-university youth festivals, the Youth Hostel movement and projects organised under the auspices of the State Youth Welfare Board are the other important activities calculated to develop a sense of discipline and social service in young people. The programmes are financially supported by the State Government.

#### 14. GAMES AND SPORTS

The Orissa Olympic Association and the State High School Athletic Association have assisted in promoting and co-ordinating sports and physical activities among students. A mass demonstration of 1,600 boys and girls of 41 high schools was held for the first time in 1951-52. Thereafter, inter-State, inter-district and inter-school and college meets have been organised regularly every year.

The Orissa Sports Council was formed in 1959. In the same year was formed the Basket Ball Association. The Orissa Gymnastic and Weight Lifting Associations were also formed about the same time. The State Council of Sports and the other associations mentioned above are likely to receive substantial grants from the State during the third Plan.

#### 15. MEDICAL INSPECTION

The existing facilities for medical inspection of students in schools and colleges are totally inadequate. Prior to 1956, there was only one school medical officer for the whole State and this work was confined to secondary schools only. In 1955-56, a woman medical officer was appointed to look after the medical inspection of girls in secondary schools. Primary schools do not have the benefit of medical inspection as yet.

There is provision for medical attendance to students residing in government hostels. Colleges are permitted to appoint their own medical officers if they so desire. College students are given a routine medical check-up once in two years. After each medical examination in a college or a



school, the parents are informed of any serious disease or defects detected in their wards.

Sanitary facilities in schools and colleges are very inadequate and steps are being taken to improve them. There is also provision for lecturers on first aid in all government high schools.

#### 16. EDUCATION OF THE BACKWARD CLASSES

While tribal students are free to join ordinary schools, the Tribal and Rural Welfare Department maintains special schools for them, known as 'Sevashrams' and 'Ashrams'. The former teach up to the primary standard and the latter up to the middle standard. No separate schools are maintained for the Scheduled caste and other Backward class pupils.

Free distribution of clothes, slates and books, award of stipends and scholarships to deserving candidates, exemption from payment of fees in schools and colleges, maintenance of orphanages and boarding houses, starting of vocational classes and opening of hostels are some of the measures taken to popularise education among the tribal people. These facilities will not only be continued but expanded during the third Plan. The programmes of compulsory primary education will also be of great value in bringing more tribal children to school.

Scheduled caste students are exempted from payment of tuition fee in all types of educational institutions. Besides, poor students receive stipends and lump sum grants from the Government. The students from other Backward classes enjoy facilities in respect of scholarships and stipends and also get concessions admissible to them under the Government of India scholarships scheme.

The measures listed above have done a good deal in spreading education among the backward sections of the population. In 1957-58, the total number of students belonging to Scheduled castes, Scheduled tribes and other Backward classes in all types of institutions was as follows: university 2; colleges 894; high schools 15,858; middle schools 18,469; junior basic schools 12,054; senior basic schools 990; post-basic schools 4; primary schools 2,91,186; training schools 694; training colleges 11, engineering schools 198; technical

schools 455 ; music and dancing institutions 63 ; art and crafts schools 69 ; oriental schools and colleges 260 ; medical and veterinary colleges 88 ; and agricultural college 84.

The State Government is not in favour of teaching the tribal students at the primary stage through the medium of tribal dialects. Apart from the difficulty of using these dialects as media of instruction, such a policy would handicap the students seriously at the secondary and university stages where the medium is Oriya and English respectively.

#### 17. PRE-PRIMARY EDUCATION

There were no separate nursery or kindergarten schools till 1958-59. Three of the Anglo-Indian and European schools, however, had kindergarten classes attached to them which were attended by 19 boys and 48 girls. In 1958-59, the Government encouraged the St. Joseph Convent to open a nursery school at Bhubaneswar. The number of such schools thus went up to 4, the number of children attending them being 55 (33 boys and 22 girls). In 1959-60, another nursery class was started under the auspices of the Red Cross Organisation in a building of the old Government House at Cuttack. It will be seen that the main initiative for organising pre-primary education has been left entirely to voluntary organisations. The Government gives grants to such institutions, wherever possible, but has no intention of entering the field directly. This policy will continue in the third Plan also.

#### 18. EDUCATION OF THE HANDICAPPED

There was a deaf and dumb school in the State with 4 boys and 1 girl on its rolls in 1953. The institution was in receipt of a grant from the Government and was located at Cuttack. It was shifted to Bhubaneswar in 1953 and taken over by the Government. In 1958-59, there were 18 stipendiary scholars in the school and 3 teachers (trained at the Deaf and Dumb School, Calcutta) including the principal. In 1960-61, the management of the school was transferred to the State Council of Child Welfare which has also opened a school for the blind in 1959-60.

#### 19. AUDIO-VISUAL EDUCATION

A reference to the work done in the field of audio-visual education by the social education branch of the Department



was made earlier. Reference was also made to the establishment of the Audio-Visual Board in 1957-58. Since 1958, the Government has been stressing the need for imparting training in the preparation and use of audio-visual materials as an integral part of teacher training. The Extension Services Department of the R. N. Training College, Cuttack, organises courses for training teachers in the use of audio-visual aids like projectors, cameras, etc. Schools and colleges can borrow films from the film library of the Public Relations Department at Bhubaneswar. A few films are also available in the Directorate.

The Public Relations Department has been encouraging schools to have radio sets. The All-India Radio, Cuttack, broadcasts special programmes for children.

## 20. DEVELOPMENT OF HINDI

Hindi is compulsory from class VI to class IX. It is also taught as an optional subject for the High School Certificate Examination. In some government colleges, facilities are provided for teaching Hindi as a Modern Indian Language.

In 1956 the Government started a Hindi Training Institute to train Hindi teachers for secondary schools. It runs a ten-month course and has provided 230 high schools with Hindi teachers during the second Plan.

The most important non-official organisation devoted to the spread of Hindi in the State is the Rashtra Bhasha Prachar Sabha affiliated to the parent organisation at Wardha. Mention should also be made of the Hindi Rashtra Bhasha Parishad, Puri.

No steps have been taken so far to compel government servants to pass any prescribed Hindi tests. There is, however, a Paribhasa Committee which is engaged in compiling the Hindi equivalents of Oriya words. It is proposed to provide more Hindi teachers to schools and to increase the existing training facilities during the third Plan.

## 21. DEVELOPMENT OF SANSKRIT

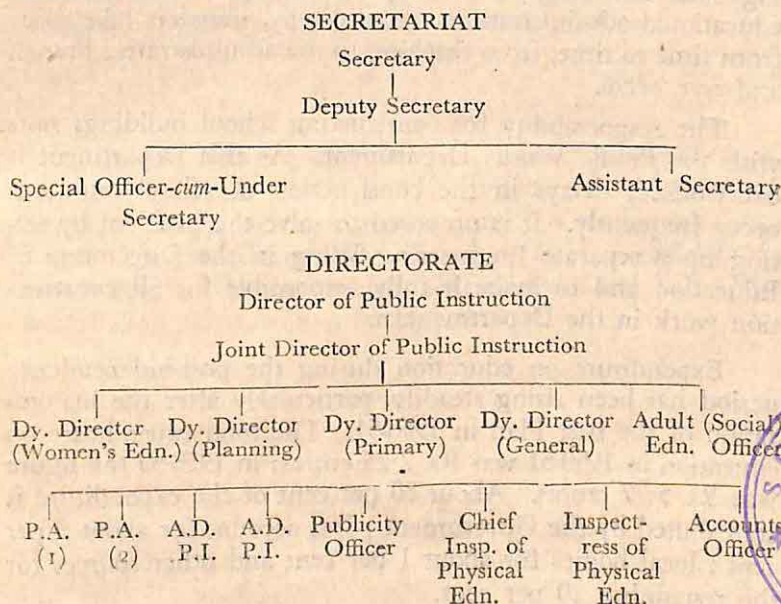
In 1958-59, there were 4 colleges and 148 *tols* teaching Sanskrit. The responsibility for the supervision of Sanskrit education rests with the Superintendent of Sanskrit

Studies. In 1957-58, a revised syllabus was introduced in the *Prathama* and *Madhyama tols* as a result of which English, History, Geography, Mathematics, Civics, and Hindi are now included in the *Prathama* and *Madhyama* examinations. The measure has also led to the appointment of matriculates and intermediates in the *Prathama* and *Madhyama tols* respectively.

The Sanskrit Council is agitating for stipends and better scales of pay for teachers in Sanskrit institutions. The scales of pay of certain categories of teachers have been revised recently and the Inspectorate for Sanskrit Education has been strengthened by the appointment of additional officers.

## 22. ADMINISTRATION

The administrative set-up in the Secretariat and the Directorate is as shown in the chart below.



There are 7 divisional inspectors under whom there are district inspectors of schools who control the deputy inspectors and sub-inspectors of schools. By January 1960, there were 13 district inspectors of schools, 3 district inspectresses of schools, 13 district social organisers, 1 Organiser of Basic

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Education, 1 Superintendent of Sanskrit Studies, 30 deputy inspectors of schools, 1 Special Inspecting Officer for Muslim Education and 257 sub-inspectors of schools and 70 assistant sub-inspectors of schools.

The budget estimate for the year 1960-61 was Rs. 4,80,87,943 out of which an amount of Rs. 2,20,39,787 was meant for non-Plan expenditure. Out of this total budget, the total expenditure incurred on supervision and direction was Rs. 21,27,790 which works out at 4.4% of the total provision.

The experiment of appointing trained non-matriculates as assistant sub-inspectors of schools has been discontinued and only trained graduates are being appointed to the posts now.

The interchangeability of the inspecting with the teaching staff has long been accepted as a principle of sound educational administration. Accordingly, transfers take place from time to time, from teaching to the administrative branch and *vice versa*.

The responsibility for constructing school buildings rests with the Public Works Department. As this Department is overworked, delays in the construction of school buildings occur frequently. It is proposed to solve the problem by setting up a separate Engineering Wing in the Directorate of Education and to make it fully responsible for all construction work in the Department.

Expenditure on education during the post-independence period has been rising steadily, particularly after the inauguration of the first Plan in 1950-51. The total expenditure on education in 1950-51 was Rs. 2.25 crores; in 1958-59 the figure was Rs. 5.77 crores. About 80 per cent of the expenditure is contributed by the Government; fees account for about 9 per cent; local bodies for about 1 per cent and other sources for the remaining 10 per cent.

Private effort plays a substantial role in education, particularly in the opening of new colleges and schools. Grant-in-aid at approved rates is given to institutions set up by voluntary organisations. Private institutions generally raise their share of expenditure by levying extra fees. Special

relaxations in the grant-in-aid rules are made in the case of educational institutions for girls and institutions in the more backward areas where there is limited or no public contribution.

### 23. SUMMING UP AND OUTLOOK IN THE THIRD PLAN

Although there has been considerable expansion of education at all levels in the last decade, Orissa still remains backward educationally. The following data will give some idea of the lag from which Orissa suffers at the primary, middle and high school (or higher secondary) stages.

The figures below are estimates of enrolment percentages at different stages in Orissa and India as a whole in 1961.

6-11		Age group 11-14		14-17	
Orissa	India	Orissa	India	Orissa	India
50.00	60.00	8.30	28.00	3.00	12.00

Intensive efforts over a number of years would be necessary to make good this lag. The present educational awakening in the masses is a good augury for the future. It is hoped that the educational advance of Orissa would be far more rapid in the next ten or fifteen years and that Orissa would soon cease to be a backward State.



# EDUCATIONAL STATISTICS OF ORISSA

## I—Number of Institutions

Item	1950-51			1955-56		1958-59	
	Total	For Girls		Total	For Girls	Total	For Girls
I	2	3		4	5	6	7
Universities . . . . .	1	..		1	..	1	..
Boards of Education . . . . .	..	..		1	..	1	..
Research Institutions . . . . .	..	..		..	..	..	..
Colleges for General Education—							
Degree Standard . . . . .	10	1		11	1	11	1
Intermediate Standard . . . . .	4	..		3	..	8	1
Colleges for Professional and Technical Education—							
Agriculture and Forestry . . . . .	..	..		1	..	1	..
Commerce . . . . .	..	..		..	..	..	..
Engineering and Technology . . . . .	..	..		..	..	1	..
Law . . . . .	..	..		..	..	1	..
Medicine . . . . .	2	..		2	..	2	..
Teachers' Training—							
Basic . . . . .	..	..		1	..	7	..
Non-Basic . . . . .	1	..		1	..	4	..
Veterinary Science . . . . .	..	..		1	..	1	..
Others . . . . .	..	..		..	..	..	..
Colleges for Special Education . . . . .	3	..		3	..	6	..

Schools for General Education—					
Higher Secondary Schools . . . . .	..	7	1*	..	6†
High Schools . . . . .	172		258	13	345
Middle Schools—					
Basic . . . . .	1		16	..	23
Non-Basic . . . . .	501	33	672	44	923
Primary Schools—					
Basic . . . . .	136	..	367	..	360
Non-Basic . . . . .	9,665	219	14,003	210	17,816
Pre-Primary Schools . . . . .	..	..	..	..	..
Schools for Vocational and Technical Education—					
Agriculture and Forestry . . . . .	1	..	5	..	1
Arts and Crafts . . . . .	6	..	10	8	17
Commerce . . . . .	2	..	2	..	2
Engineering . . . . .	1	..	4	..	5
Medicine . . . . .	1	1	..	..	..
Teachers' Training—					
Basic . . . . .	..	..	6	..	..
Non-Basic . . . . .	28	5	31	2	58
Technology and Industrial . . . . .	13	1	18	2	26
Others . . . . .	1	..	..	..	1
Schools for Special Education—					
For the Handicapped . . . . .	1	..	1	..	1
Social (Adult) Education . . . . .	613	5	1,616	32	2,798
Others . . . . .	509	1	1,247	6	175
<b>TOTAL</b>	<b>11,672</b>	<b>273</b>	<b>18,281</b>	<b>318</b>	<b>22,597</b>
					<b>600</b>

\*Post-Basic School. †Includes 4 Multipurpose and 2 Post-Basic Schools.



## II Number of Students

## REVIEW OF EDUCATION IN INDIA: 1947-61

Item	1950-51		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
A. By Type of Institution—						
Universities . . . . .	479	6	296	7	174	14
Research Institutions . . . . .	..	..	..	..	..	..
Arts and Science Colleges . . . . .	5,803	383	5,617	498	7,970	898
Professional and Technical Colleges . . . . .	324	34	606	73	1,929	151
Special Education Colleges . . . . .	207	7	239	4	591	205
Higher Secondary Schools . . . . .	..	..	45	3	2,503	515
High Schools . . . . .	47,923	3,400	65,345	7,111	84,772	10,173
Middle Schools—						
Basic . . . . .	231	102	2,184	439	3,792	726
Non-Basic . . . . .	47,798	5,619	55,949	7,676	78,315	9,923
Primary Schools—						
Basic . . . . .	9,520	2,453	21,325	5,734	23,158	6,252
Non-Basic . . . . .	4,36,103	1,01,368	6,22,549	1,53,297	8,21,381	2,14,813
Pre-Primary Schools . . . . .	..	..	..	..	..	..
Schools for Vocational and Technical Education . . . . .	1,966	302	3,821	359	6,424	418
Schools for Special Education . . . . .	47,904	1,432	91,639	9,328	94,571	9,337

## B. By Stages/Subjects—

## General Education (University Standard)—

Research . . . . .	1	19	1	22	3
M. A. and M.Sc. . . . .	146	213	21	389	38
B. A. and B. Sc. (Pass and Hons.) . . . .	1,647	1,334	129	1,873	239
Intermediate (Arts and Science) . . . .	3,844	3,778	347	5,373	632

## Professional Education (University Standard)—

Agriculture and Forestry . . . . .	..	57	..	171	..
Commerce . . . . .	165	250	..	404	..
Engineering and Technology . . . . .	..	..	..	272	..
Law . . . . .	479	238	..	203	2
Medicine . . . . .	261	390	57	428	110

## Teachers' Training—

Basic . . . . .	..	48	..	359	3
Non-Basic . . . . .	63	80	16	351	36
Veterinary Science . . . . .	..	31	..	145	..
Other Subjects . . . . .	..	..	..	..	..
Special Education (University Standard)	207	420	13	496	55

## General Education (School Standard)—

High and Higher Secondary . . . . .	24,870	36,142	2,596	50,618	4,236
Middle . . . . .	31,074	41,326	3,429	59,175	6,357
Primary . . . . .	4,85,631	6,80,979	1,65,358	8,97,394	2,29,510
Pre-Primary . . . . .	..	8,783	2,868	6,734	2,299



II Number of Students—(contd.)

	1	2	3	4	5	6	7
<b>Vocational Education (School Standard)—</b>							
Agriculture and Forestry	.	26	..	344	..	28	..
Arts and Crafts	.	207	107	200	137	199	150
Commerce	.	42	1	200	1	49	3
Engineering	.	191	..	562	..	1,428	..
Medicine	.	64	26	..	..	..	..
<b>Teachers' Training—</b>							
Basic	.	..	..	366	..	..	..
Non-Basic	.	1,047	99	1,666	98	2,984	100
Technology and Industrial	.	389	69	673	123	1,722	165
Other Subjects	.	..	..	..	..	40	..
<b>Special Education (School Standard)—</b>							
For the Handicapped	.	8	1	14	1	18	4
Social (Adult) Education	.	31,793	629	46,610	2,673	89,093	8,790
Other Subjects	.	15,211	802	44,892	6,652	5,612	693
<b>Total</b>	.	<b>5,97,388</b>	<b>1,15,106</b>	<b>8,69,615</b>	<b>1,84,520</b>	<b>11,25,580</b>	<b>2,53,325</b>

## III.—Expenditure on Educational Institutions

Item	1950-51			1955-56			1958-59		
	Total	On Institu- tions for Girls		Total	On Institu- tions for Girls		Total	On Institu- tions for Girls	
1	2	3	4	5	6	7			
A. By Sources—									
Government Funds—									
Central . . . . .	69,626	489	11,59,924	3,552	38,04,057	48,742			
State . . . . .	1,57,46,804	8,07,685	3,18,75,789	11,75,229	4,26,74,682	21,99,421			
District Board Funds . . . . .	9,56,142	38,777	5,62,777	4,492	1,63,725	15,950			
Municipal Board Funds . . . . .	72,571	14,852	1,28,382	18,379	2,79,373	73,455			
Fees . . . . .	27,42,885	46,247	36,53,026	60,134	53,33,285	69,181			
Other Sources . . . . .	29,53,572	89,326	34,27,836	1,34,559	54,61,242	2,48,453			
B. By Type of Institutions—									
Direct Expenditure on									
Universities . . . . .	6,81,598	..	7,87,465	..	8,86,878	..			
Boards . . . . .	..	..	25,883	..	3,02,301	..			
Research Institutions . . . . .	..	..	..	..	..	..			
Arts and Science Colleges . . . . .	17,25,051	72,493	20,37,207	90,882	28,81,304	1,31,753			
Colleges for Professional and Tech- nical Education . . . . .	6,44,801	..	6,70,771	..	16,73,333	..			
Colleges for Special Education . . . . .	62,600	..	75,050	..	172,286	..			



III—Expenditure on Educational Institutions—(Contd.)

	1	2	3	4	5	6	7
High and Higher Secondary Schools		32,13,388	2,37,070	50,35,158	4,09,935	69,66,070	6,48,402
Middle Schools—							
Basic		8,608	..	1,20,193	..	1,84,422	..
Non-Basic		21,16,271	1,53,467	29,74,925	2,13,718	46,81,104	3,25,427
Primary Schools—							
Basic		2,69,454	..	8,10,429	..	9,78,806	..
Non-Basic		59,70,985	2,15,252	1,03,36,655	2,45,013	1,59,63,387	3,70,323
Pre-Primary Schools							
Vocational and Technical Schools		11,27,688	90,729	9,59,820	58,298	21,62,912	77,381
Special Education Schools		10,36,365	9,956	22,39,743	75,522	11,90,602	94,624
<i>Total (Direct)</i>		1,68,56,809	7,78,877	2,60,94,299	10,93,368	3,80,43,405	16,47,910
Indirect Expenditure—							
Direction and Inspection							
Buildings		8,01,562	59,166	12,02,252	38,687	15,15,877	44,699
Scholarships		22,44,536	69,849	83,64,716	1,22,973	85,21,477	4,18,688
Hostels		15,39,375	55,419	24,52,273	84,612	59,15,033	3,84,062
Other Miscellaneous Items		2,15,730	7,467	7,84,234	46,600	16,21,216	1,08,011
		8,83,588	26,598	19,39,960	10,105	20,99,356	51,832
<i>Total (Indirect)</i>		56,84,791	2,18,499	1,47,43,435	3,02,977	1,96,72,959	10,07,292
<b>Grand Total</b>		<b>2,25,41,600</b>	<b>9,97,376</b>	<b>4,08,07,734</b>	<b>13,96,345</b>	<b>5,77,16,364</b>	<b>29,55,202</b>

## IV.—Number of Teachers

Item	1950-51		1955-56		1958-59	
	Total	Women	Total	Women	Total	Women
I	2	3	4	5	6	7
Universities and Colleges	376	22	462	27	771	47
High and Higher Secondary Schools	2,247	122	3,011	213	4,043	316
Middle Schools	2,569	155	3,197	201	4,275	256
Primary Schools	16,525	317	23,584	390	30,341	575
Pre-primary Schools	..	..	..	..	..	..
Vocational and Technical Schools	252	23	398	19	552	24
Special Schools	938	..	2,314	20	1,936	201
V.—Examination Results						
Students Passing—						
M.A. and M.Sc.	23	4	57	7	103	14
B.A. and B.Sc. (Pass and Hons.)	510	31	543	49	1,005	69
Professional (Degree)	198	11	292	19	399	38
Matriculation and Equivalent Examinations	3,162	152	4,582	29	7,902	548



VI.—Number of Institutions in Rural Areas

Item	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
I	2	3	4	5	6	7
Universities and Colleges	2	..	1	..	9	..
High and Higher Secondary Schools	134	..	186	..	259	1
Middle Schools	473	20	642	22	893	42
Primary and Pre-Primary Schools	9,571	182	13,978	158	17,713	172
Vocational and Special Schools	1,111	7	2,871	44	2,986	275
<b>Total</b>	<b>11,291</b>	<b>209</b>	<b>17,678</b>	<b>224</b>	<b>21,160</b>	<b>490</b>

VII.—Number of Pupils from Rural Areas

	Total		Total		Total	
	Total	Girls	Total	Girls	Total	Girls
Universities and Colleges	2,283	122	3,977	207	7,579	483
High and Higher Secondary Schools	36,591	1,266	42,490	1,866	58,827	4,029
Middle Schools	42,538	3,319	52,473	5,401	78,051	8,387
Primary and Pre-Primary Schools	3,60,885	85,460	6,16,584	1,49,832	7,92,505	2,01,729
Vocational and Special Schools	41,885	1,065	94,265	9,385	1,43,383	19,378
<b>Total</b>	<b>4,84,182</b>	<b>91,232</b>	<b>8,09,789</b>	<b>1,66,691</b>	<b>10,80,349</b>	<b>2,34,006</b>

VIII.—Number of Students in Selected Classes

Number of Students in Classes—

I—V	4,60,569	1,06,754	6,50,542	1,62,289	8,97,394	2,29,510
VI—VIII	56,136	4,725	71,763	6,498	76,341	7,857
IX—XI	20,923	1,283	30,564	2,198	33,444	2,736

IX—Some Selected Averages and Percentages

ORISSA				
	1950-51	1955-56	1958-59	
I	2	3	4	
Cost per Capita on Education	1.5	2.7	N.A.	
Cost per Pupil—				
High/Higer Secondary Schools	67.1	77.0	79.8	
Middle Schools	44.2	53.2	59.3	
Primary Schools	14.0	17.3	22.0	
Number of Pupils per Teacher in—				
High/Higer Secondary Schools	21	22	22	
Middle Schools	19	18	19	
Primary Schools	27	27	28	
Percentage of Trained Teachers in—				
High/Higer Secondary Schools	46.4	} 44.4	52.3	
Middle Schools	42.4		40.1	
Primary Schools	51.5		40.0	

N. A. = Not available.